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ABSTRACT

This module attempts to put participants into contact with the limited or stereotyped manner in which most of us view our world. By doing so, it sets the stage for examining ways to bring parents, employers, and school staff to an expanded world view, particularly as that view encourages wider career opportunities for youth. Training in developing such techniques will help counselors and educators to plan and implement programs of career guidance in rural and small schools and communities, resulting in broader career options for students. The module is based on the handbook "Rural Community Perspectives toward Career Development." The concept of perception set (seeing things in a certain way based on one's experiences) is used to introduce this module. A discussion about stereotypic thinking and the effects that it can have upon students' career development follows. Participants engage in brainstorming to identify potential strategies for changing stereotypic thinking and actively participate in the consensus-building exercise. (NEC)

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MODULE ELEVEN

Research and Development Series No. 149L

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE XI: COMMUNITY PERSPECTIVES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Cooperative Rural Career Guidance System

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THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149L

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE XI: COMMUNITY PERSPECTIVES

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October, 1978

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

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Project Officer, David H. Pritchard

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16-volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in state-wide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide*.

This module, "Community Perspectives," attempts to put participants into contact with the limited or stereotyped manner in which most of us view our world. By so doing it sets the stage for examining ways to bring parents, employers, and school staff to an expanded world view, particularly as that view encourages wider career opportunities for youth. Training in developing such techniques will help counselors and educators to plan and implement programs of career guidance in rural and small schools and communities resulting in broader career options for students.

Robert E. Taylor
Executive Director
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in Vocational Education

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ACKNOWLEDGEMENTS

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MODULE XI: COMMUNITY PERSPECTIVES TOWARD CAREER DEVELOPMENT

Module Overview

Instructional Time

Approximately 1 hour

Module Description

This module is based on the handbook entitled *Rural Community Perspectives toward Career Development*. The contents are aimed at expanding restrictive career attitudes and values of adults.

The concept of perception set (seeing things in a certain way based on one's experiences) is used to introduce this module. A discussion about stereotypic thinking and the effects that it can have upon students' career development follows. Participants then engage in brainstorming to identify potential strategies for changing stereotypic thinking and actively participate in a consensus-building exercise.

Goals and Objectives

Participants will

Goal 1 Understand that adults often have restrictive career attitudes and that techniques can be implemented to broaden such limiting attitudes.

Objective 1.1 Identify attitudinal factors that limit the positive career development of students.

Objective 1.2 Learn program options that can be used with staff, parents, and employers to help overcome stereotypic thinking.

Agenda

10 minutes	Introduction	Large Group Presentation	
10 minutes	Restrictive Career Attitudes of Adults	Large Group Presentation Brainstorming	XI-5
10 minutes	Attitude Change through Experiential Learning	Large Group Presentation	XI-9
25 minutes	Consensus Building Excercise	Individual and Small Group Activity	XI-13
5 minutes	Module Summary	Large Group Presentation	XI-15

Module Evaluation

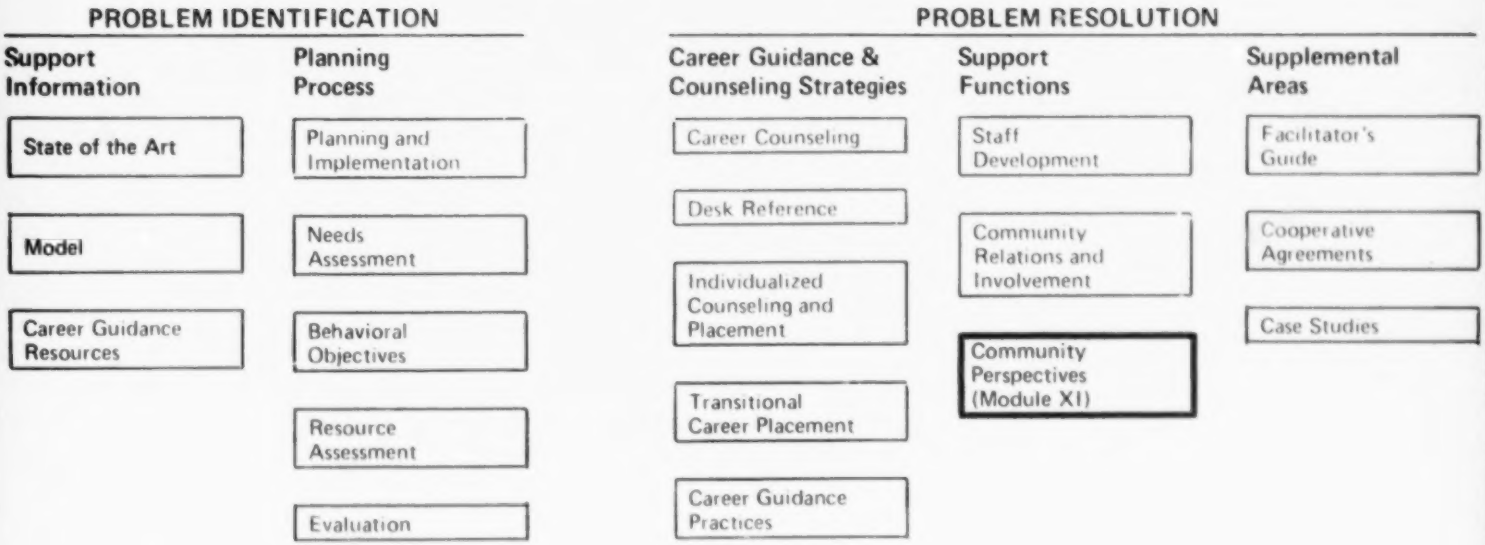
This module depends upon active participant interaction in group discussions. The facilitator should observe the degree to which participants are taking an active role in the module.

If this module is used independently of others, then the module-specific questionnaire found in the participant materials should be administered. If it is part of an extended (multiple day) workshop then the questionnaire contained in Appendix A should be utilized.

Relationship to the *Rural America Series*

See chart on the next page.

THE RURAL AMERICA SERIES (HANDBOOKS)



As the chart indicates, community perspectives are a major supportive function of the *Rural America Series*. The handbook titled *Rural Community Perspectives towards Career Development* describes how the school can attempt to broaden the career opportunity thinking of those individuals who have an influence on students' career development. The module is closely linked to staff development and community relations, since emphasis is placed on expanding adult attitudes and values.

ACTIVITY TITLE:

Restrictive Career Attitudes of Adults

DURATION:

10 minutes

FACILITATOR OUTLINE	NOTES

A. Understanding Perception Set

Show the transparency titled, "An Everyday Word," p. XI-23. Leave the transparency on for 10 seconds or less.

Ask participants to identify what they saw on the transparency.

Through a show of hands count the number of similar responses for each transparency item.

Show the same transparency again and discuss it in the manner described below.

1. Most of us have a tendency to see messages printed in black on a white background.
2. In this case, the white forms the message and the black ink serves as the background.
3. Ask participants if anyone is still unable to read the message.
4. Point out that the message spells out a common everyday word—TIE.

Instruct participants that as soon as you show the next transparency they should read the message aloud.

Show the transparency, "The Bird," p. XI-24.

5. Explain that most people overlook the small word which is used twice in succession as indicated in the parentheses.

   A BIRD IN (THE THE) HAND IS WORTHLESS.

Show the transparency, "The F's Have It," p. XI-25 and ask participants to count the number of F's that appear in the message.

I'd better have a watch handy.

FACILITATOR OUTLINE	NOTES

6. Have participants identify via a show of hands—how many F's they counted.

7. Tell participants that there are 11 F's but most of us do not perceive accurately.

B. More Examples

1. Tell participants that most of us have a tendency to view things in terms of what we expect to see as opposed to the way they really are.

   - We have been conditioned by our background to perceive things in a certain way.

> Ask participants if they can think of examples that support this notion. Cue if necessary. Examples are provided under point 2.

2. Optical illusions

   - Magician's tricks
   - Mystery houses constructed at an angle to the ground so that the interior seems to distort one's perception of reality.
     - ball seems to roll up hill
     - chair can be placed along wall and person can sit with only two of four chair legs supported

C. Adult Attitudes Toward Student Career Options

1. Relate the above phenomena to attitudes and values commonly held by adults towards students' career development.

   - Adults see things a certain way based on their personal experiences and tend to pass on these value judgments. A good example of this is the overly competitive parent at a little league baseball game.

2. Adult standards typically form the basis for communicating career attitudes to youth.

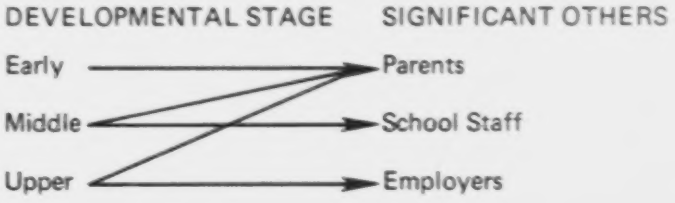
> Show the transparency, "Before and After," p. XI-27. Reveal the before half only.

Kinda Sneaky.

FACILITATOR OUTLINE	NOTES
• Note that extensive research reviewed in developing *Rural Community Perspectives toward Career Development* handbook documents the above facts about perception.	
3. Stereotypes seem to be the leading factors affecting limitation of career aspirations and career choices of youth.	
• Stereotypes are most frequently related to – Sex roles – Ethnic and racial minorities – Socioeconomic status	
• For example, research shows that by the time girls are in the fourth grade, the majority have limited their lifelong career aspirations to traditional roles of nurse, teacher, secretary, and mother. – This is not to say that these roles are poor ones, but simply that they are conditioned by our culture and that women should, if they so desire, aspire to a broad range of careers in accord with their own interests and needs.	
4. Three major adult populations exert an influence upon career aspirations of youth.	
• Parents	
• School Staff	
• Employers	
5. The degree of influence exerted by the three groups varies with the student's developmental stage.	p. vi, *Rural Community Perspectives Toward Career Development*

(Use Chalkboard to Illustrate)

Relationship of Influences on Career Choice



NOTE: Parents are a great influence at all stages whereas employers are only a major influence at the upper or later developmental stage.

FACILITATOR OUTLINE	NOTES
D. The *Rural America Series* and Expansion of Adult Attitudes and Values	
1. Explain that restrictive adult career attitudes and values are a concern of a comprehensive career guidance program.	
Show the transparency "Rural America Series," p. XI-26.	
2. Describe the role of attitude and value expansion in the program. • It represents one component of the support functions illustrated. • It is closely related to staff development and community relations and involvement. • Attitude is a major factor in building community commitment and support for the program.	
3. Explain that the aim of this aspect of the program is to have adults in rural areas communicate enriched rather than restrictive career attitudes to rural youth.	
Show the transparency "Before and After" revealing the after portion, p. XI-27.	
4. Note that *Rural Community Perspectives Toward Career Development* provides procedures for designing, implementing and evaluating attitude and value expansion programs for parents, staff, and employers.	

ACTIVITY TITLE: Attitude Change Through Experiential Learning

DURATION: 10 minutes

FACILITATOR OUTLINE	NOTES
A. Introducing Change	
1. Describe the differences between cognitive and affective domains in terms of trying to bring about change.	
• The cognitive domain is concerned with knowledge.	
• The affective domain encompasses attitudes and values.	
• Different types of strategies are needed to bring about change in the two domains. – Data-based strategies (e.g., information giving through the use of printed materials) may be highly effective when you are dealing with the cognitive domain but not very effective in attitudinal change.	
2. Change in the affective domain is more difficult to achieve than change in the cognitive domain for the following reasons:	
• Attitudes and values have been internalized over a period of time (years).	
• Attitudes and values represent sensitive areas that have to be treated carefully.	
• A change in attitudes and values requires a longer period of time for the change to become internalized.	
• Individuals are more resistant to changes involving attitudes and values. There is usually a strong tendency to avoid "rocking the boat"—a need to maintain the status quo.	
3. Indicate that the first step in bringing about attitudinal change is to make people aware of the attitudes and values that have to be changed.	
4. Describe several ways in which the awareness of restrictive career attitudes can be heightened.	
• Data collected through the use of inventories, allows you to develop an understanding of the attitudes and values held by your community.	

FACILITATOR OUTLINE	NOTES
• Discussion groups • Awareness-building activities such as participation in a structured role play depicting stereotypic thinking. Ask participants if they have tried activities to change adult perceptions on sensitive issues. If they have, what types of activities have they used and how successful have they been. **B. Experiential Learning** 1. Discuss how experiential learning is the best way to effect change in a person's attitudes and values. • Real experiences • Simulated experiences • In experiential learning you cannot stand off and reflect upon a situation. You learn by being involved. 2. Give several examples of techniques that can be used. • Role playing – Structured or semi-structured situations are described. – Participants have the opportunity to express feelings, work out problems, and experience other persons' roles. – One example follows: Volunteers are selected to role play a counselor and a student from a different ethnic or cultural minority. The volunteer for the student part could role play a minority girl, age 16, talking to the counselor about wanting to plan for medical school. Interesting information is revealed when a minority group person plays the counselor's role and the majority group person plays the minority student. Roles can be reversed to further reveal assumptions often made. As an option, instead of simply describing the role play situation, two volunteers can be asked to role play the situation described.	

FACILITATOR OUTLINE	NOTES
• Values clarification activities – Note that the participants will have the opportunity to actively participate in one exercise.	
• Group discussions	
• Field experiences	
• Games	
• Guided fantasy – Have group members relax by encouraging group members to assume a comfortable position, to close their eyes and to try and visualize the events described. – An example of a guided fantasy may be to have group members visualize a day's activities five years in the future. The leader provides cues to help members imagine that day. The leader may say something like the following: "You have just awoken and are getting ready for work. (PAUSE) You eat breakfast. Who is there? (PAUSE) You leave and go to work, or you may stay and work at home (PAUSE) . . ." – Group members are instructed to let their imaginations have free rein as they visualize the details of the events being described. – After the guided tour, group members can describe what they visualized.	pp. 43-45, *Rural Community Perspectives Toward Career Development*

ACTIVITY TITLE:

Consensus Building Exercise

DURATION:

25 minutes

FACILITATOR OUTLINE	NOTES

A. Set the Stage for Activity

Refer participants to the handout, "Occupational Prestige Worksheet," p. XI-18.

Ask each participant to individually rank the occupations according to prestige.

When this is completed, ask participants to form small groups. Instruct participants to rank occupations by prestige in their small groups. Their rankings should reflect consensus (substantial agreement). Each participant should help the small group to achieve this task.

National rankings (United States) are given below.

Ranking of Occupational Prestige

	A Own Perception	B Group Concensus	C Society in U.S.	A-C Comparison	B-C Comparison
Garbage Collector			16		
Architect			4		
Minister			5		
Airline Pilot			6		
Electrician			9		
College Professor			2		
Waiter			15		
Plumber			13		
Banker			7		
Mail Carrier			12		
Newspaper Columnist			10		
Insurance Agent			11		
Physician			1		
Lawyer			3		
Nightclub Singer			14		
Public School Teacher			8		

FACILITATOR OUTLINE	NOTES
B. Facilitate Group Discussion 1. Point out the potential for achieving different solutions when individual decision making is involved. Ask participants to suggest decisions they would have made based on their own perceptions. Ask participants to identify shifts in their thinking as a result of the group experience. 2. Note that the results of surveys and polls can effectively be included in attitude change strategies.	

ACTIVITY TITLE:

Module Summary

DURATION:

5 minutes

FACILITATOR OUTLINE	NOTES
A. Recognizing Restrictive Career Attitudes.	
1. Restrictive attitudes can be held by	
• Parents	
• School Staff	
• Employers	
2. Stereotypes are related to	
• Sex roles	
• Ethnic and racial minorities	
• Socioeconomic status	
B. Overcoming Restrictive Career Attitudes.	
1. Attitude expansion programs	
• Designed to enrich career attitudes that are communicated to youth	
• Focus on experiential learning	
2. Types of experiences	
• Role play	
• Guided fantasy	
• Values clarification activities.	
C. Importance of Attitude Expansion to Comprehensive Career Guidance Program	
1. Enables students to achieve career aspirations that are formed from a less biased viewpoint.	
2. Helps parents to see a greater variety of options for their children.	

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
Occupational Prestige Worksheet	XI-18
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	XI-19

OCCUPATIONAL PRESTIGE WORKSHEET

	A Own Perception	B Group Concensus	C Society	A-C	B-C
Garbage Collector					
Architect					
Minister					
Airline Pilot					
Electrician					
College Professor					
Waiter					
Plumber					
Banker					
Mail Carrier					
Newspaper Columnist					
Insurance Agent					
Physician					
Lawyer					
Nightclub Singer					
Public School Teacher					

RURAL AMERICA SERIES

Module Questionnaire: Community Perspectives toward Career Development

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of how perception set affects attitudes.	
1	2	3	4	Increased understanding of the variety of strategies that can be used to modify attitudes.	
1	2	3	4	Developed skills in utilizing one small group technique of modifying attitudes.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Role Playing Activities (if applicable)	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least*.

Liked Most *Comments*

Liked Least *Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
An Everyday Word	XI-23
A Bird	XI-24
The F's Have It	XI-25
The Rural America Series	XI-26
Before and After	XI-27

"AN EVERYDAY WORD"

A BIRD IN THE

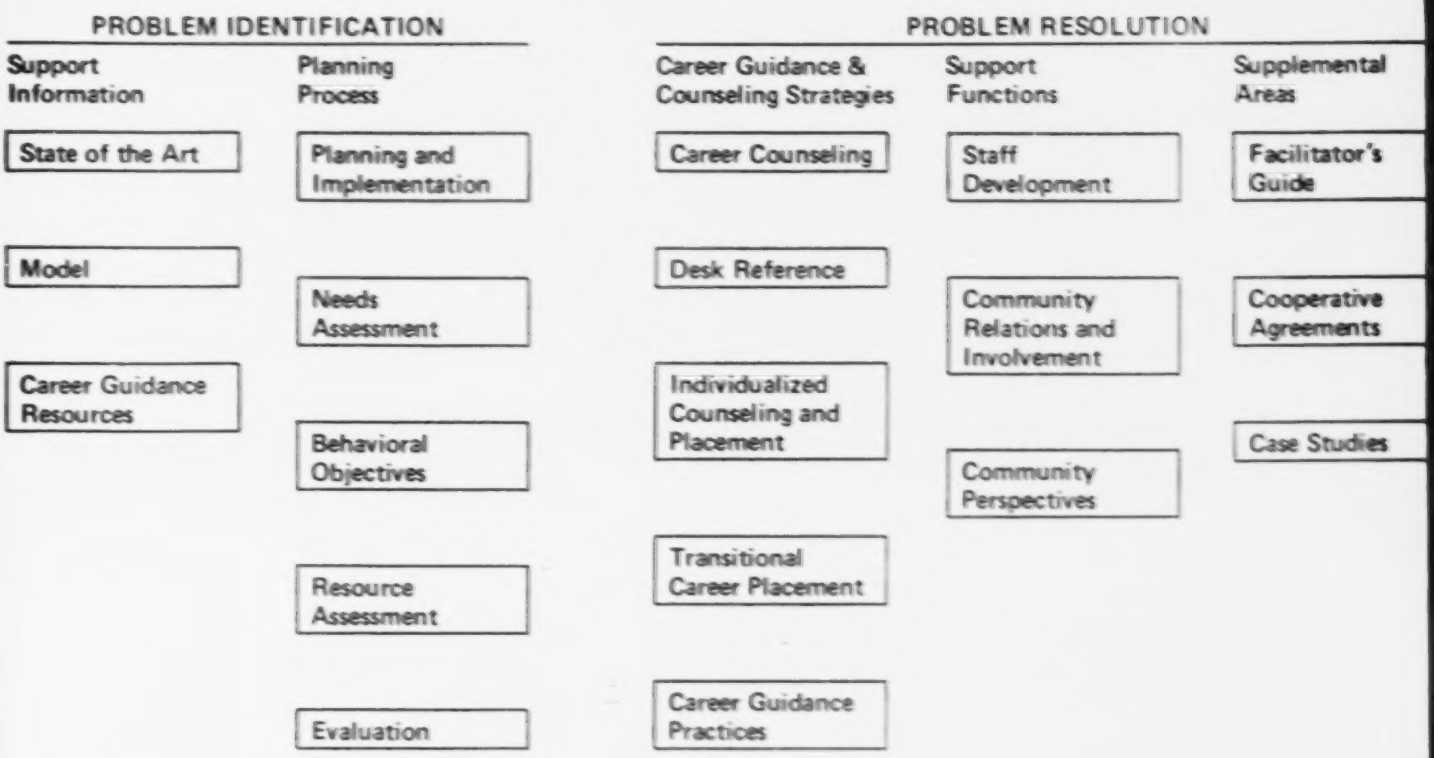
THE HAND IS WORTHLESS

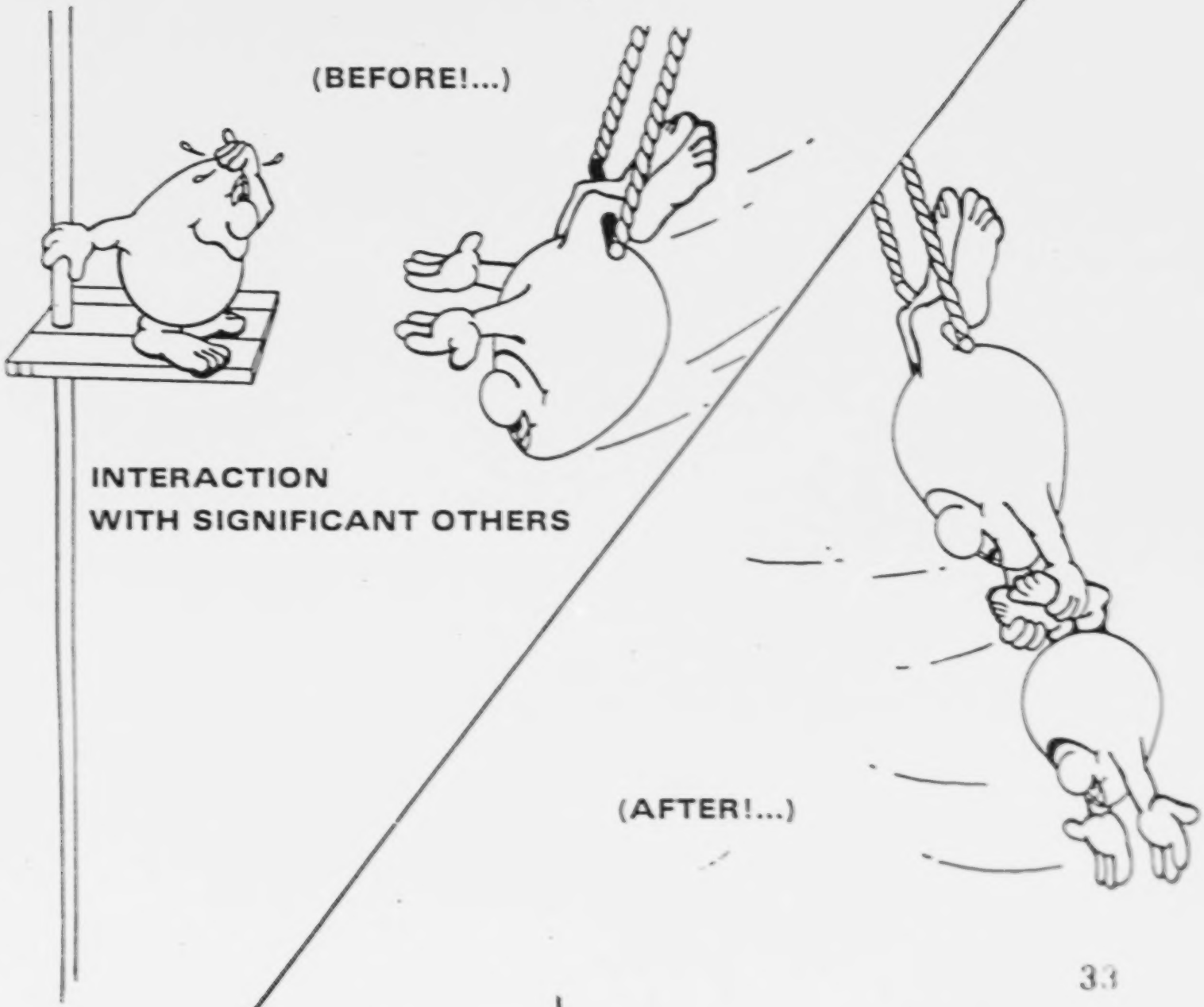
"THE F'S HAVE IT"

FASCINATING FAIRYTALES OF
FARAWAY LANDS ARE THE
FERTILIZER FOR THE FRUCTIFICATION
OF THE CREATIVE MINDS
OF THE FUTURE.

XI-25

THE RURAL AMERICA SERIES (HANDBOOKS)





IX.21

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

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